



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY297989

DfES Number: 582717

INSPECTION DETAILS

Inspection Date 18/01/2005
Inspector Name Veronica Sharpe

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Scallywags Day Nursery (Girton)
Setting Address Scallywags Nursery
48 Cambridge Road, Girton
Cambridge
Cambridgeshire
CB3 0PJ

REGISTERED PROVIDER DETAILS

Name Countryside Day Nurseries

ORGANISATION DETAILS

Name Countryside Day Nurseries
Address Westwick Hall Farm
Westwick, Oakington
Cambridge
Cambridgeshire
CB4 5AR

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for education at Scallywags Nursery (Girton) is good. It enables children to make very good progress towards the early learning goals in their personal, social and emotional development, their knowledge and understanding of the world and physical development. Their progress in the other areas of learning is generally good.

The quality of teaching is generally good. The senior staff team understand how children learn and provide a generally well-balanced range of activities that children enjoy. Staff have good relationships with the children and provide them with affectionate support and direction. As a result children approach most of their activities with confidence and are happy and secure.

Planning is generally comprehensive and covers all the areas of learning. Although assessments are not completed frequently, staff know the children well and informally discuss their individual needs to ensure they monitor children's next steps.

The leadership and management are generally good. The senior staff team give appropriate support and guidance to unqualified staff members and they meet regularly to discuss the setting's progress and the quality of the education. However the organisation of the pre-school room sometimes means children miss opportunities to choose their own activities, and therefore extend their own learning.

The partnership with parents is very good. Parents are welcomed into the setting and have opportunities to communicate with their child's keyworker, both formally and informally. The prospectus contains good information about the nursery education and parents are invited to share what they know about their child and actively contribute to the children's individual progress records.

What is being done well?

- Children are polite and friendly and confidently interact with adults and each other.
- Children grow seeds and flowers and observe and record the changes as plants grow. They go for local walks so they can explore the natural world around them.
- Children have good opportunities to develop their physical skills, they run, pedal and climb with confidence and enthusiasm in the outdoor play area.
- Staff have developed good relationships with parents, who receive comprehensive information about the setting and the educational provision. They have good opportunities to contribute to their child's records both formally and informally.

What needs to be improved?

- children's access to appropriate tools so they are encouraged to mark make spontaneously in a wider range of activities
- the opportunities for children to initiate and create their own imaginative artwork, which is undertaken for its own sake and not for the end result
- the planning and organisation of the pre-school room for both 3 and 4 year olds so that the activities meet the individual needs of the children. This is to enhance their opportunities to choose from a wider range of challenging and enjoyable activities.

What has improved since the last inspection?

This is the first inspection under new ownership.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and friendly and enjoy sharing their activities with staff and each other. Most take part enthusiastically in activities, such as planting seeds and contribute their ideas with confidence. They are beginning to learn independent self-care, they help to tidy away and use the toilet and wash their hands.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy listening to stories and contribute their ideas and opinions. They share an interesting range of books with each other, handle books with care and understand print has meaning. Some children are beginning to write their own names independently, however, they are not always encouraged to identify letters or words in practical activities and tools for spontaneous mark making are not always readily accessible.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children take part in a variety of practical activities that help them develop their understanding of numbers. They make puzzles and play games, such as dominoes, which helps them sort, compare and sequence and identify simple shapes, such as the circles for the sunflowers. They learn to estimate and calculate when weighing ingredients for cooking or play dough. The range of numbers displayed is limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children go for walks and invite local visitors in, such as builders, which helps them understand about the local environment. They grow seeds, and observe what happens over time and explore other living things, such as the nursery hamster. They design and make models from junk and small and large construction. There are a range of planned activities to help children learn about the wider world and other lifestyles and cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and safely both indoor and out. They climb, scramble, pedal and run and are learning to throw and catch. They negotiate obstacles and can handle difficult objects together, for example, when putting away some of the resource boxes. They use a variety of tools to develop their small manipulative skills, such as scissors, glue sticks or spoons and scoops in the sand.

CREATIVE DEVELOPMENT

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| Judgement: | Generally Good |
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Children enjoy using a wide variety of media, such as sand, water, paint or jelly and take an active part in making salt dough or gloop. They listen to music and enjoy singing and moving to familiar songs and rhymes. Most of the arts and crafts displayed use pre-cut shapes and templates following pre-conceived adult ideas, for example, making sunflowers, using prepared materials.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- further improve the opportunities for children to initiate and create their own imaginative arts and crafts
- continue to develop the organisation and planning of the pre-school room for both 3 and 4 year olds so that the activities meet the individual needs of the children.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.